

## Cyril B Busbee Creative Arts Academy

501 Bulldog Boulevard  
Cayce, SC 29033

**Grades** 6-8 Middle School

**Enrollment** 377 Students

**Principal** Angela Burns 803-739-4070

**Superintendent** Barry F. Bolen 803-739-8399

**Board Chair** William H. "Bill" Bingham 803-739-4708

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	26	13

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Below Average	No

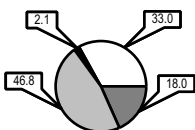
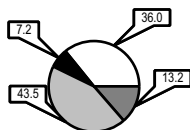
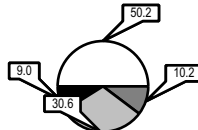
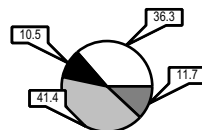
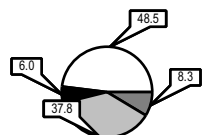
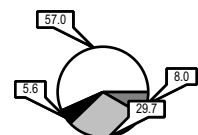
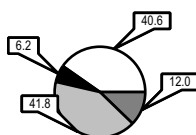
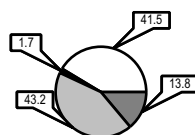
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	88.9	90.4
<b>English 1</b>	95.5	86.8
<b>Biology 1/Applied Biology 2</b>	N/A	54.9
<b>Physical Science</b>	N/A	26.3
<b>All Subjects</b>	91.0	85.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	363	90.9	30.3	49.0	18.4	2.3	31.9	Yes	Yes
<b>Gender</b>									
Male	200	88.5	31.3	56.9	11.3	0.6	23.1	N/A	N/A
Female	163	93.9	29.2	40.3	26.4	4.2	41.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	140	95.7	22.0	54.3	20.5	3.1	37.8	Yes	Yes
African American	209	88.0	36.3	45.8	16.1	1.8	27.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	289	100.0	23.8	52.5	21.1	2.6	36.2	N/A	N/A
Disabled	74	55.4	74.4	25.6	0.0	0.0	2.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	90.9	30.3	49.0	18.4	2.3	31.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	91.1	29.9	49.5	18.3	2.3	31.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	273	89.0	34.1	48.4	16.1	1.3	26.9	Yes	Yes
Full-pay meals	88	96.6	19.8	50.6	24.7	4.9	45.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	363	90.6	32.6	45.1	14.5	7.9	31.9	Yes	Yes
<b>Gender</b>									
Male	200	88.0	30.0	45.6	15.0	9.4	31.9	N/A	N/A
Female	163	93.9	35.4	44.4	13.9	6.3	31.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	140	95.0	22.0	51.2	15.0	11.8	42.5	Yes	Yes
African American	209	88.0	41.1	42.3	13.1	3.6	22.0	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	289	100.0	27.5	48.3	15.5	8.7	35.1	N/A	N/A
Disabled	74	54.1	66.7	23.1	7.7	2.6	10.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	90.6	32.6	45.1	14.5	7.9	31.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	90.8	32.2	45.5	14.3	8.0	31.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	273	89.0	35.9	46.2	12.1	5.8	26.0	Yes	Yes
Full-pay meals	88	96.6	23.5	42.0	21.0	13.6	48.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	363	99.7	50.0	30.7	10.2	9.0	19.3
<b>Gender</b>							
Male	200	100.0	51.7	28.3	10.6	9.4	20.0
Female	163	99.4	48.0	33.6	9.9	8.6	18.4
<b>Racial/Ethnic Group</b>							
White	140	100.0	40.6	27.8	17.3	14.3	31.6
African American	209	99.5	57.4	33.0	5.3	4.3	9.6
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	289	99.7	39.8	36.4	12.9	11.0	23.9
Disabled	74	100.0	89.7	8.8	0.0	1.5	1.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	99.7	50.0	30.7	10.2	9.0	19.3
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	99.7	49.7	30.8	10.4	9.1	19.5
<b>Socio-Economic Status</b>							
Subsidized meals	273	99.6	55.4	30.9	6.4	7.2	13.7
Full-pay meals	88	100.0	33.7	30.1	21.7	14.5	36.1

<b>Social Studies</b>							
All Students	363	100.0	36.3	41.4	11.7	10.5	22.2
<b>Gender</b>							
Male	200	100.0	38.3	34.4	15.0	12.2	27.2
Female	163	100.0	34.0	49.7	7.8	8.5	16.3
<b>Racial/Ethnic Group</b>							
White	140	100.0	30.8	39.8	13.5	15.8	29.3
African American	209	100.0	40.2	42.3	11.1	6.3	17.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	289	100.0	27.5	47.2	13.2	12.1	25.3
Disabled	74	100.0	70.6	19.1	5.9	4.4	10.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	100.0	36.3	41.4	11.7	10.5	22.2
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	100.0	36.2	41.3	11.9	10.6	22.5
<b>Socio-Economic Status</b>							
Subsidized meals	273	100.0	40.8	41.6	10.4	7.2	17.6
Full-pay meals	88	100.0	22.9	41.0	15.7	20.5	36.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	56.1	32.7	9.2	2.0	11.2
	7	118	99.2	28.8	53.8	16.3	1.0	17.3
	8	124	99.2	27.0	48.6	21.6	2.7	24.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	127	92.9	39.3	39.3	18.7	2.8	21.5
	7	117	88.0	25.3	55.8	18.9	0.0	18.9
	8	119	91.6	25.5	52.9	17.6	3.9	21.6
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	39.8	33.7	19.4	7.1	26.5
	7	118	100.0	36.5	30.8	17.3	15.4	32.7
	8	124	99.2	42.3	49.5	5.4	2.7	8.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	127	92.9	36.4	38.3	18.7	6.5	25.2
	7	117	87.2	25.3	48.4	15.8	10.5	26.3
	8	119	91.6	35.3	49.0	8.8	6.9	15.7
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	57.1	25.5	7.1	10.2	17.3
	7	118	100.0	36.5	40.4	14.4	8.7	23.1
	8	124	99.2	42.3	34.2	9.9	13.5	23.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	127	99.2	58.0	23.2	9.8	8.9	18.8
	7	117	100.0	52.3	27.5	11.0	9.2	20.2
	8	119	100.0	39.6	41.4	9.9	9.0	18.9
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	100.0	42.9	38.8	10.2	8.2	18.4
	7	118	100.0	46.2	35.6	12.5	5.8	18.3
	8	124	99.2	28.8	45.0	13.5	12.6	26.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	127	100.0	23.9	41.6	19.5	15.0	34.5
	7	117	100.0	46.8	33.9	7.3	11.9	19.3
	8	119	100.0	38.7	48.6	8.1	4.5	12.6

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 377)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	24.9%	Down from 31.0%	10.5%	16.7%
Retention rate	2.7%	Down from 3.0%	3.1%	2.5%
Attendance rate	95.3%	Down from 96.3%	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%	Down from 9.4%	3.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	9.4%	Down from 9.6%	3.0%	1.0%
Eligible for gifted and talented	15.0%	Down from 15.6%	12.0%	15.6%
On academic plans	41.0%	N/AV	50.6%	39.9%
On academic probation	33.8%	N/AV	0.2%	0.7%
With disabilities other than speech	18.1%	Up from 16.9%	13.8%	12.4%
Older than usual for grade	4.0%	Down from 5.3%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 1.1%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	77.8%	Up from 66.7%	51.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.1%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	8.3%	Down from 8.7%	11.9%	5.6%
Teachers returning from previous year	71.6%	Up from 70.8%	81.1%	84.6%
Teacher attendance rate	94.5%	Down from 96.4%	95.0%	94.8%
Average teacher salary	\$42,588	Up 1.2%	\$41,313	\$42,267
Prof. development days/teacher	14.5 days	Up from 13.1 days	11.7 days	11.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.6 to 1	19.9 to 1	21.1 to 1
Prime instructional time	87.5%	Down from 91.0%	89.4%	89.0%
Dollars spent per pupil*	\$7,620	Up 12.8%	\$6,782	\$6,243
Percent of expenditures for teacher salaries*	59.3%	Up from 58.6%	57.1%	59.8%
Percent of expenditures for instruction*	61.8%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cyril B. Busbee Creative Arts Academy is an award-winning Exemplary Writing School and a South Carolina Red Carpet School. Students, parents, and the school staff worked together this year to move into a new building and to initiate the new arts-infusion magnet program. Fifteen percent of our eligible students have auditioned and have been accepted to the SC Governor's School for the Arts and Humanities Summer Discovery Programs.

The Parent Teacher Student Organization (PTSO) and the School Improvement Council (SIC) worked throughout the year to help students and parents find success at Cyril B. Busbee Creative Arts Academy. All members of the school community enjoyed moving into a new \$9 million facility during the fall of 2005. The new school was financed by a bond referendum approved by Lexington Two voters in 2002.

In 2003, the school board endorsed a proposal for our arts-infusion magnet program that has three focus areas: 1) arts integration into all subjects; 2) community partnerships with museums, universities, and businesses for enriched arts experiences; and 3) after-school and summer arts instruction for students.

Students benefited from community partnerships and community service relationships with the Cayce Historical Museum, the SC Department of History and Archives, Lexington County Mental Health, the Cayce Department of Public Safety, Midlands Technical College, and others. Teachers and administrators applied and received grants for an archaeological study and arts integration supplies. Parents attended monthly parent-night activities for each curriculum area.

Our instructional staff participated in staff development and collegial conversations to promote professional knowledge about arts integration, reading and writing across the curriculum, and stronger relationships with our school community. Teachers attended the South Carolina Creative Arts Academy Association's Annual Conference. Mrs. Jennifer Tudor was named Teacher of the Year.

To facilitate quality communication for academic achievement, teachers provided current grade averages for parents three times per quarter. Parents were provided access to all student data on-line. All students received at least four Pride Reports with an affirming message about academic and social success. All students participated in daily enrichment sessions to complete self-selected reading and to practice grade-level standards for mathematics and language arts.

The mission of Cyril B. Busbee Creative Arts Academy is to champion excellence in education for all. The faculty, staff, students, parents, and community actively work each day to help our students fulfill the school motto: Believe & Achieve.

Jennifer Glenn Morrow, Ph.D., Principal

Sylvia Yarborough, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	18	97	38
<b>Percent satisfied with learning environment</b>	66.7%	72.9%	86.1%
<b>Percent satisfied with social and physical environment</b>	77.8%	78.1%	89.2%
<b>Percent satisfied with school-home relations</b>	66.7%	75.0%	81.1%

\*Only students at the highest middle school grade level at this school and their parents were included.